

Louisiana Believes

**Supporting Students in
English Language Arts (Part 1 of 3)
Supervisor Collaborations - November 2018**

Objectives and Agenda

Objectives:

- Understand LDOE's beliefs and strategy for supporting students
- Reflect on current status in districts compared with LDOE's beliefs and strategy
- Describe changes to the PD Vendor Guide
- Determine next steps for school systems given the theory of supporting students, PD Vendor Guide, and School System Planning Process

Agenda:

- Beliefs and strategy
- Reflection on current practice
- PD Vendor Guide
- Next steps



ELA Goal

All of Louisiana's students will be able to **read, understand, and express their understanding** of complex, grade-level texts.





Supporting Students: Beliefs and Strategy

Beliefs about Students

The Louisiana Department of Education believes that all students, including students with disabilities, English learners, and students who persistently struggle, can achieve grade-level standards.



Strategy to Support Students

1. All students should access on-grade-level instruction every day through a high quality curriculum in the least restrictive environment.

Questions to Consider:

- Is this currently happening in *all*, *some*, or *none* of your schools?
- Which schools are you sure/unsure about?



Strategy to Support Students

2. Intervention should supplement instruction and accelerate student progress by preparing students for new learning.
 - a. With students who need additional support to achieve grade-level standards, teachers should employ the supports within the curriculum that scaffold learning during core instruction.
 - b. With students who persistently struggle, teachers should employ more intensive intervention; this should supplement, not replace, the high quality curriculum and embedded supports.

Questions to Consider:

- Is this currently happening in *all*, *some*, or *none* of your schools?
- Which schools are you sure/unsure about?



Strategy to Support Students

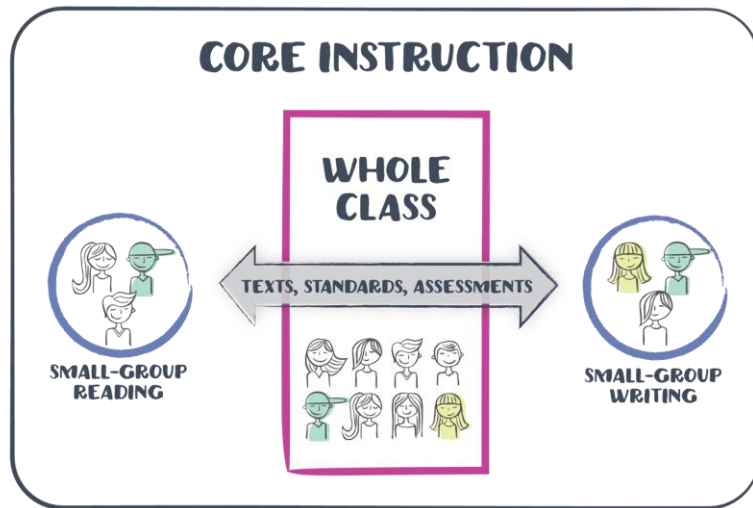
3. All teachers who support struggling learners, including but not limited to general education, special education, English learner, and intervention teachers, should be trained on the curriculum and should plan in a coordinated way to ensure all students are prepared for Tier 1 content during core instruction.

Questions to Consider:

- Is this currently happening in *all*, *some*, or *none* of your schools?
- Which schools are you sure/unsure about?



ELA Structure



FOR STUDENTS WHO PERSISTENTLY STRUGGLE



- > INTENSIVE INTERVENTIONS FOR SMALL GROUPS OR INDIVIDUALS
- > POSSIBLE IDENTIFICATION FOR SERVICES



Supporting Students in ELA

ELA instruction for students who struggle should help students access the Tier 1 curriculum content by focusing on the following:

1. **Read:** Build reading skills, such as reading fluency, with texts used in core instruction.
2. **Understand:** Build understanding by focusing on background knowledge and language that is directly connected to the texts used in core instruction.
3. **Express Understanding:** Build oral and written language skills to express understanding clearly and coherently.



ELA Supports & Interventions Overview

Read	Understand	Express Understanding
Foundational skills	Background knowledge	Language skills
Fluency	Language sense (meaning)	



Current Status vs. Beliefs and Strategy

1. Do the current classroom structures and schedules in your schools allow for the use of small-group instruction to support a variety of students' needs? (How long do your schools have for ELA instruction daily? How much of that time is allotted for teachers to conduct small-group instruction?)
2. Are your schools making full use of the supports provided within the curriculum? Are you exhausting all support for students within the curriculum before providing more intensive intervention?
3. What does intervention currently look like in your schools? What percentage of students receive intervention? Is the intervention connected to/designed to facilitate access to the core curriculum?
4. Are all adults working with students (including SPED, EL, and reading intervention teachers) trained on the core curriculum?



PD Vendor Guide

2019 PD Vendor Guide

The [2019 PD Vendor Guide](#) was released on November 1; it identifies vendors who specialize in helping school systems and schools with designing and implementing a cohesive academic system focused on high-quality curriculum, professional development, and assessment.

Updates to this guide include:

- a Table of Contents organized by curriculum, making it easier for school systems to identify all vendors providing training on their selected curriculum,
- specific call-outs for trainings that target approaches to support students who have been identified as SPED or EL,
- and sample year-long partner plans to help school systems plan initial and ongoing support for teachers.

School systems should use the updated PD Vendor Guide for School System Planning.



2019 PD Vendor Guide

Review the [2019 PD Vendor Guide](#).

- Identify the vendors who provide training on the ELA curriculum that your schools use.
- Review their training options, particularly the options that address subgroups of students that often struggle in ELA.
- Review the sample long-term partnership models.
- Determine the ideal partner and support model for your schools.



Working with Partners

As you build out your School System Plan, you will need to over-communicate with vendors to ensure they can provide the services that you need in the timeframes you need. This is particularly critical given the months-long timeline of writing the plan, having it approved, and spending funds. This means that you should do the following:

- In December, communicate with vendors to ensure they can provide the customized plan you want.
- In February, give vendors a copy of the parts of your plan that you wrote them into.
- In March/April, let vendors know if your plan was approved.
- In April/May, finalize dates, costs, and contracts for services.



Next Steps

Resources & Next Steps

Additional Resource:

- “Response to Assessment: A Short Guide to Placing Text at the Center of Learning”

Next Steps:

1. Complete [handouts](#) for each school in your district before the January Collaboration.
2. When completing your strategy in Super App, use the newly released [PD Vendor Guide](#) to identify initial and ongoing training options for Tier 1 curriculum and supports for students who struggle in ELA.
3. Join the January Collaboration: Supporting Students Who Struggle in ELA (Part 2 of 3).

Email classroomsupporttoolbox@la.gov with questions.

